

Stage 1 the Process Journal

What is a Process Journal

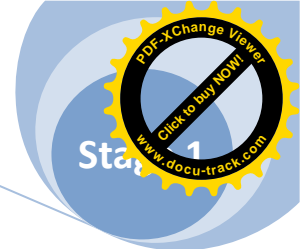
The process journal is a notebook or file of A4 size to document process and in this way you show working behaviours and academic honesty.

The media for documenting the process can vary depending on your preferences. It can be written, visual, audio or a combination of these and might include both paper and electronic formats.

The process journal is...	The process journal isn't...
<ul style="list-style-type: none">• begun at the very start of the process and used throughout the process• a place for planning• a place for recording interactions with sources, for example, teachers, supervisors, external contributors• a place for storing useful information—quotes, pictures, ideas• a means of exploring ideas• a place for reflection on stages of the project• a place for evaluating work completed a place for reflecting on learning• devised by the student in a format that suits his or her needs• useful for the student when receiving formative feedback• used by the student to produce the project report.	<ul style="list-style-type: none">• used on a daily basis (unless this is useful for the student)• written up after the process has been completed• additional work on top of the project; it is part of and supports the project• a diary with detailed writing about what was done• a static document with only one format.

Documenting the process might include:

- Mind Maps
- bullet lists
- charts
- short paragraphs
- notes
- timelines
- annotated illustrations
- pictures



A website or blog may be an effective process journal when:

- used to record important documents
- shared with the supervisor
- includes visual records as well as written records
- chronicles the key moments of the process
- keeps all of the process in a secure location
- includes audio records
- includes interactive components such as
 - comment space for supervisor
 - comment space for guest viewers or research experts
 - live conversation/video contact links
- it is password protected.

An annotated slide show may be an effective process journal when:

- images such as photographs and video clips chronicle the process of the project
- images are arranged in a logical order
- annotations such as titles and comments explain the work
- working with images is a key communication tool of the student
- include audio clips (music or voice recordings that convey aspects of the process).

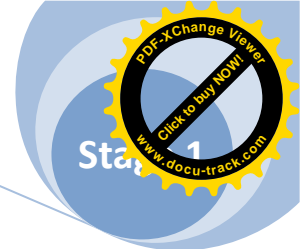
A scrap book may be an effective process journal when:

- evidence is arranged in a logical sequence (this could include collage and mind map work)
- items are annotated
- items are dated to show chronology
- objects that reveal the nature of the project are included such as samples of textiles, colour swatches
- a variety of materials are used
- it allows the student to effectively communicate the process.

A Word Document may be an effective process journal when:

- the process is clearly chronicled
- mind maps, planning and brainstorming is included
- comments and thoughts are written to explain the process
- images may be inserted to show evidence of product
- the format allows the student to communicate the process effectively.

A video journal is an effective process journal when:



- the footage is edited to show the process
- key moments of the entire the process are recorded
- the journal is shared with the supervisor
- the journal allows the student the opportunity to convey the richness of the undertaking
- includes research and creation processes
- includes interviews
- includes commentary from supporters/ mentors.

A combination of recording styles

The process journal does not have to be a book or a film or a website. It could be a combination of all of these.

The process journal could be conceived as an installation that shows the multidisciplinary nature of the process.

The process journal could contain evidence of all these different styles collected in a book or a website.

How to use Process Journal

You must show evidence of regular use of the process journal, though not necessarily weekly.

Though legibility is important, quality of thinking is more important than neatness and presentation.

You are familiar with the practice of documenting process in the arts and technology subject groups and you are welcome to develop your own format and design.

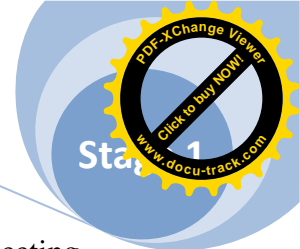
Assessment of the Process Journal

This documentation of the process is assessed using Criterion A.

In assessing the process journal, your supervisors will need to consider how you have demonstrated the use of ATL skills, including responsibility for your own learning in achieving your personal project goal and completing your personal project.

When assessing the use of the process journal the following questions can be considered.

- Have you included evidence of personal goal setting and planning, such as a plan of action?
- Do you have the relevant materials during meetings with your supervisor and during work periods?



- Do you follow meeting arrangements with your supervisor? Do you initiate meeting arrangements?
- Do you use the meeting time productively to ask questions and seek information?
- Is there dialogue between you and your supervisor?
- Do you record sources consulted?
- Do you include extracts of relevant information?
- Do you show evidence of brainstorming ideas and use of organizational tools such as flow charts, diagrams or lists?
- Do you anticipate and identify problems as they emerge?
- Do you create solutions?
- Do you include reflections at various stages of the process?
- Do you include feedback from the meetings with your supervisor?

It is important to remember that the process journal is personal to yourself, in the sense that you are also exploring ways of recording your process. There is no one single model and there is flexibility to record your process. However, you do have a responsibility to be able to produce evidence of use of the process journal in order for a level to be awarded for criterion A.

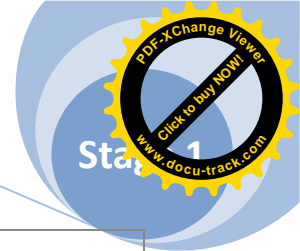
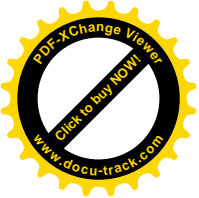
Criterion A: Use the process journal

Maximum: 4

You should:

- demonstrate organizational skills showing time- and self-management
- communicate and collaborate with the supervisor
- demonstrate information literacy, thinking and reflection.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal : <ul style="list-style-type: none">● organizational skills through time and self-management● communication and collaboration with the supervisor● information literacy, thinking and reflection.
2	The student demonstrates some : <ul style="list-style-type: none">● organizational skills through time and self-management● communication and collaboration with the supervisor● information literacy, thinking and reflection.



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3	The student demonstrates satisfactory : <ul style="list-style-type: none">• organizational skills through time and self-management• communication and collaboration with the supervisor• information literacy, thinking and reflection.
4	The student demonstrates well-developed : <ul style="list-style-type: none">• organizational skills through time and self-management• communication and collaboration with the supervisor• information literacy, thinking and reflection.

Extracts from the process journal must be submitted in samples of work for external moderation to support the level awarded for criterion A. You must take responsibility for making the appropriate extracts available to your supervisor.

Here are the key points:

- The extracts chosen to support the level awarded for criterion A should reflect each of the strands in the criterion.
- Between 10 and 20 individual entries are sufficient to represent your work.
- An individual entry does not need to be extensive and includes any of the examples that you might use to document the process.